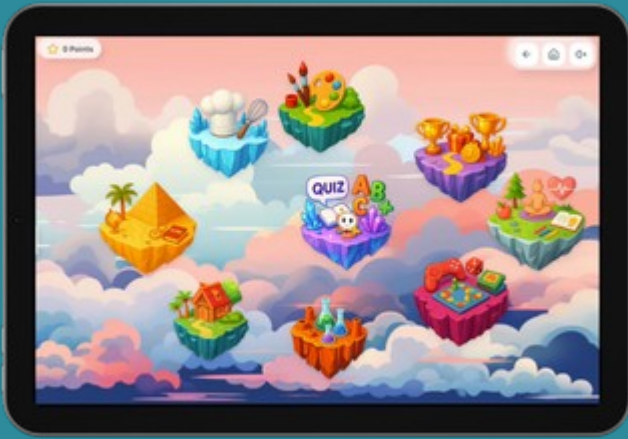




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Year 1 Set 04 igh, ie and Final y

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The Pie



I see a pie on the tray.

My cat can see it.



My cat has a tummy ache.
I lift the tray high.



The pie is up high.
My cat has a sigh.



I put the pie by my cup.
My cat can see my pie.



My cat has fish in a dish.
I eat my pie.

The Pie



I see a pie on the tray.
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The pie is up high.
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My cat has fish in a dish.
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Try, Pip!



Pip is my dog.

He is shy.



I toss a stick.
Pip will not try.



I sit by Pip.
He has a sniff.

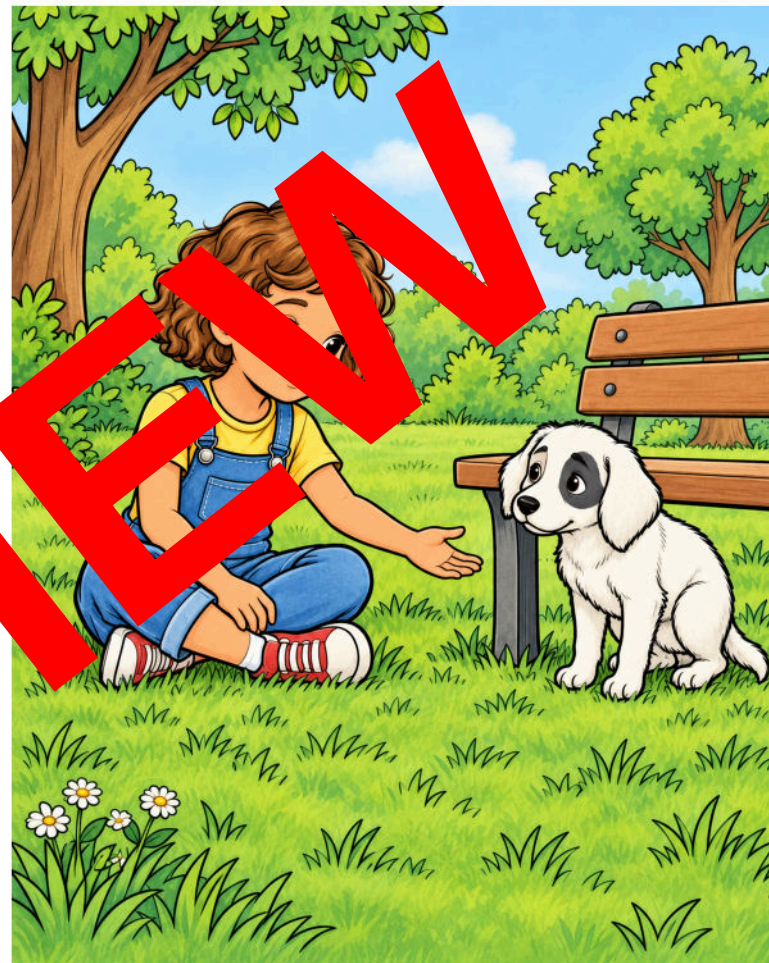


I toss the stick.
Pip has a try.



Pip can bring the stick.
I pat my dog.

Try, Pip!

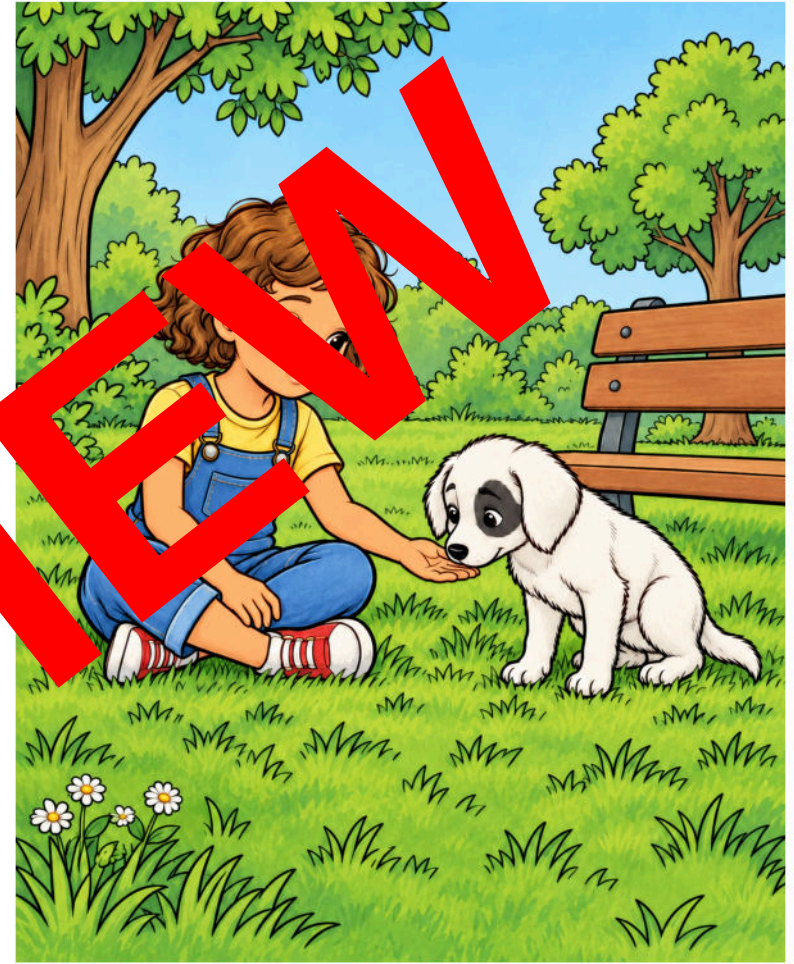


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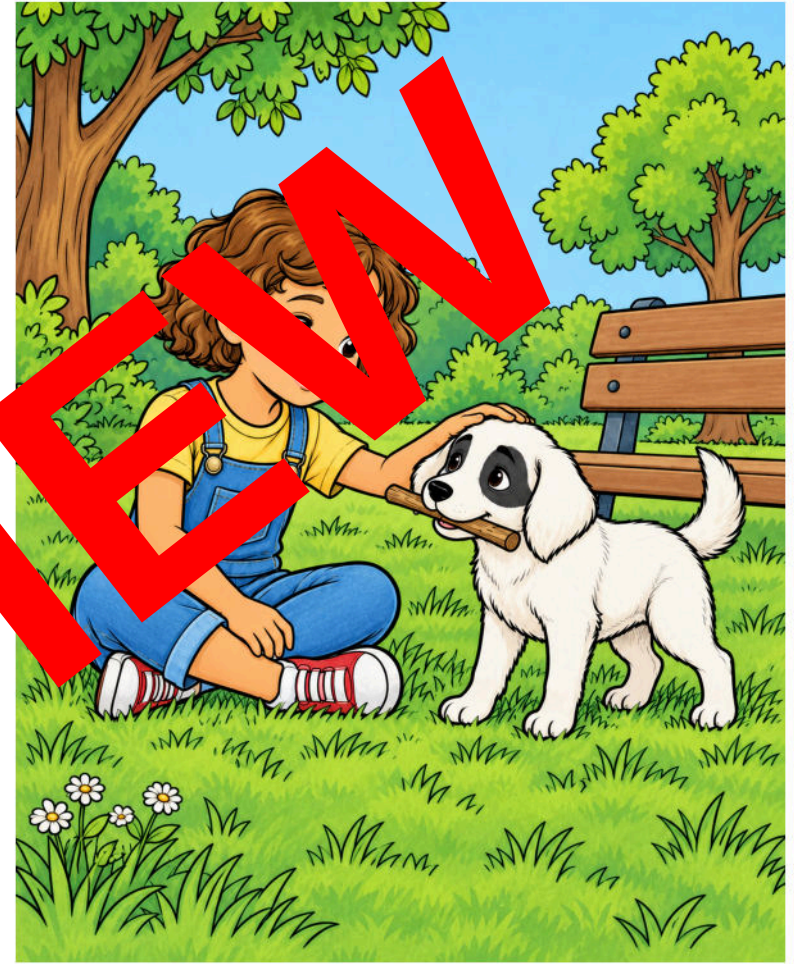


I sit by Pip.
He has a sniff.



I toss the stick.

Pip has a try.



Pip can bring the stick.

I pat my dog.

Night Flight



A moth can fly at night.
It has wings.



A moth can be brought
We can see it.



A moth can rest on a leaf.
The wings can lie flat.



This moth has wings with spots.

This fly has wings with no spots.



The moth can fly.

The fly can fly, too.

Night Flight



A moth can fly at night.
It has wings.



A moth can be brought
We can see it.



A moth can rest on a leaf.
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This moth has wings with spots.
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Light in the Sky



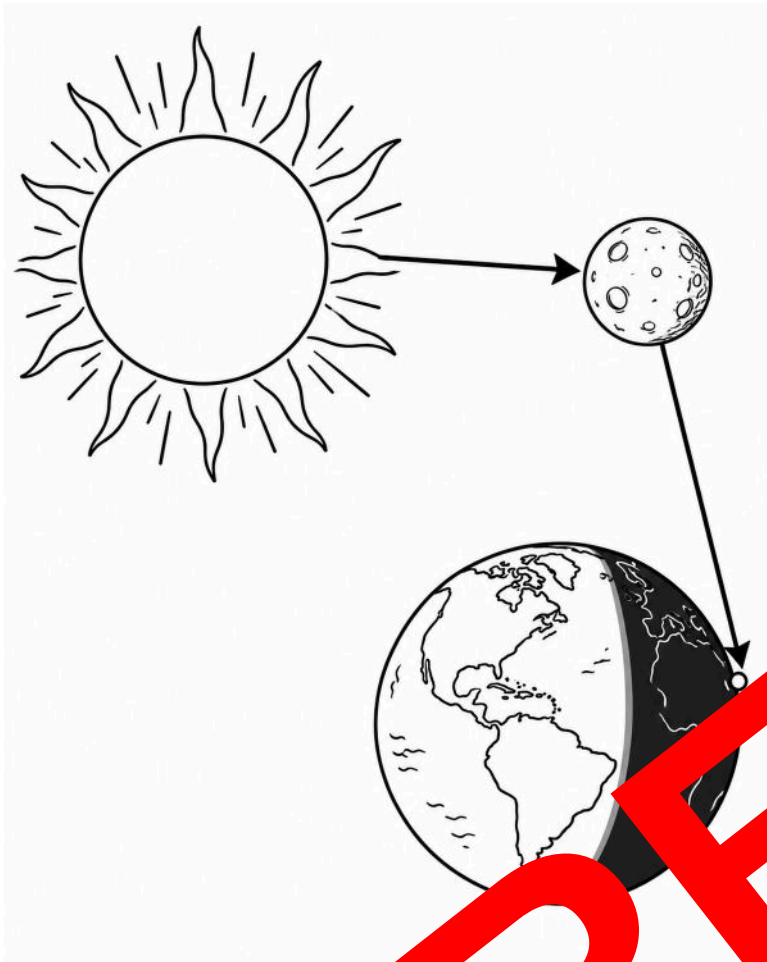
The sun can be high in the sky.
It is bright.



Light from the sun reaches the land.
We can see by day.



The moon can be high in the sky.
We can see it at night.



The moon can see light from the sun
back.

We can see that light at night.



A lamp can light a room at night.
We can read by that light.

Light in the Sky



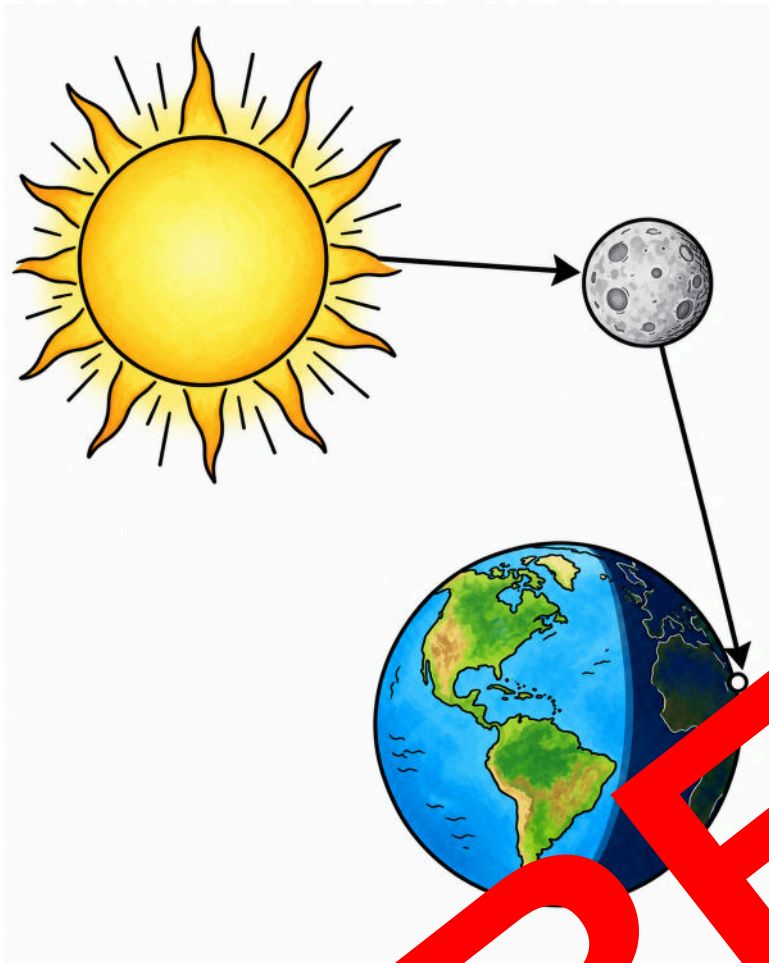
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We can read by that light.

Teacher guide

Teach the prerequisites before independent reading. Use each edition with the same text.

Focus

Compare igh, ie in tie, final y in my/sky, and uppercase pronoun I: all represent /igh/. Distinguish initial consonant y. Final y=/ee/ and split digraphs are later code.

Before use

Teach every earlier step through Y103: consonants and five short vowels; ck, ff, ll, ss, zz; x, voiced s and simple -s meanings; sh, ch, both th sounds, wh, qu, ng and n before k; ee, ay, both oo sounds, ea, final e=/ee/, ai, oa, ow=/oa/ and final o in no/go/so. Include all taught one-syllable clusters and check gaps.

Teacher words

No new teacher words here. Teach/review the exception parts of a ant (weak vowels), and put in The Pie (u has the book sound). I and my now have full Y104 recipes; recognise capital I. Keep the reviewed final-e and final-o codes.

Read and correct

Say the sounds, blend, then reread naturally. Prompt from print, not a picture guess. If a word is missed, point to its graphemes, model the taught sound or teacher-word part, blend again, then reread the sentence. Discuss the story or observable fact.

Practice and check

Use one dot per phoneme, keeping igh/ie/sh/ng together. x and qu each have two phonemes. Check one sound at a time, teach again. Sort by the actual spelling. Ask students to explain their match, then check the meaning against the picture. Revisit any uncertain word.

Dictation

On page 8 dictate right, pie, shy, then I can see the moon. and My dog is shy. Say each word/sentence, repeat it, let students segment/write, then check from left to right. Allow the complete sentence on each wide line.

Print and assemble

Print readers on landscape A4 at actual size, single-sided. Cut at the centre; stack A5 pages 1-6 and staple the left edge. Print this companion on portrait A4 at actual size. Pages 2-7 include cut-out practice. Repeat chosen pages as needed.

One sound, four spellings

Say /igh/. Point to each spelling, then blend its example. Cut out the large cards.

igh

.

night

ie

.

pie

y

.

my

I

.

I

Revisit earlier spellings: read each word.

tree

soap

read

Blend and read

Touch one dot for each sound. Blend the whole word, then say it naturally.

n
•

igh
•

t
•

p
•

h
•

s
•

k
•

y
•

t
•

r
•

y
•

b
•

r
•

igh
•

t
•

f
•

l
•

igh
•

t
•

Read again:

my

light

tie

Build and spell

Say each word. Cut the tiles. Place one grapheme in each sound box, then blend and spell aloud.

night

--	--	--

pie

--	--

my

--	--

I

--

flight

--	--	--	--

Cut tiles; keep multi-letter graphemes together.

n	igh	t	p	ie
m	y	I	f	l
igh	t			

Change one sound

Read each chain. Change one sound each time. Write the last word from each chain on its line.

night → light → right → might

pie → tie → tie

dry → cry → try

Sort the spellings

Cut out the nine words. Put each card under the spelling for its /igh/ sound. Keep every card upright.

igh

ie

y

PREVIEW

sky

night

tie

lie

try

bright

light

pie

shy

Make a sentence

Cut each row. Put the words in order. Read, then write the whole sentence on the wide line.

pie.

I

a

see

shy.

is

My

dog

Listen and write

Read a and the. Point to the marked part. Then listen, say the sounds, write, and check.

a

the

Three words:

1

2

3

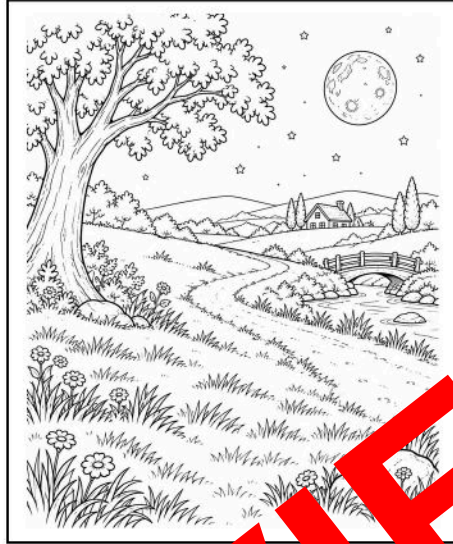
Two whole sentences

Read and match

Read each sentence. Write its picture number in the box. Then draw one thing from a book and write a sentence.



1



2



3

My dog is shy.

I see a pie.

The moon is high.

Read again and try

Reread a book. Read these words and the new sentence. Write the whole sentence on its line.

night

pie

sky

light

tie

shy

I see a bright light.

Tell which words need practice.
Draw a light you can see.

Teacher observations